

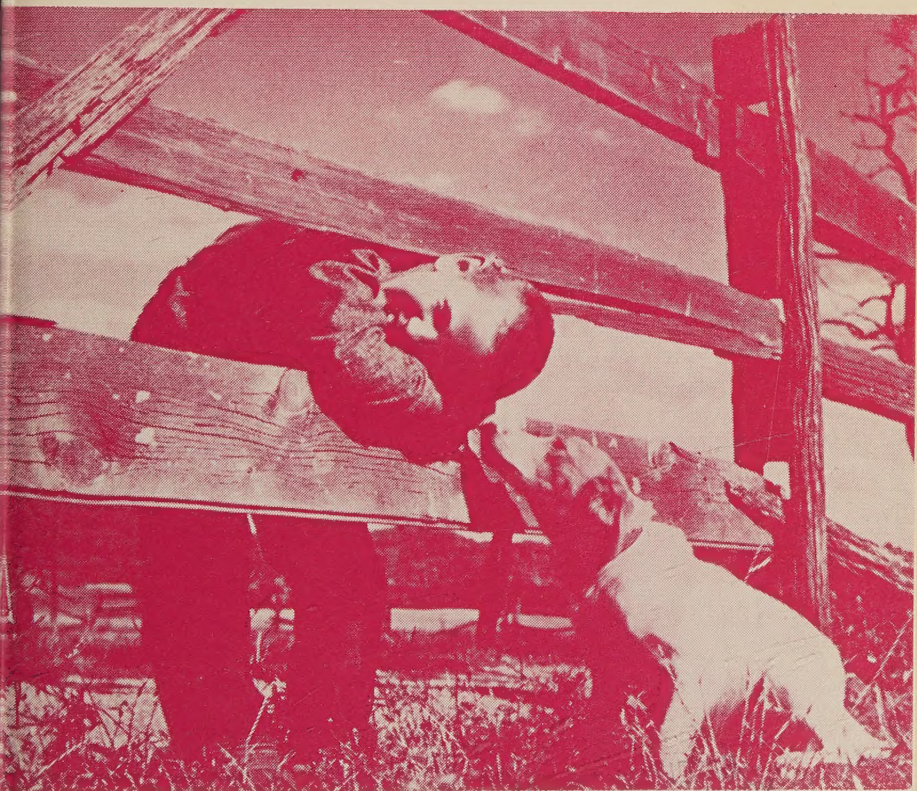
# The Church School Teacher

Volume XXIV

June 1955

*Pastor*

Number 6



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MAGAZINE FOR CHURCH SCHOOL WORKERS

# THE CHURCH SCHOOL TEACHER

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## CONTENTS

### ARTICLES

PAGE

LUTHERAN SESSIONS, 23RD QUADRENNIAL 4

HELPS FOR TEACHERS OF BEGINNERS ... 5

HELPS FOR TEACHERS OF PRIMARY ..... 8

HELPS FOR TEACHERS OF JUNIORS ..... 12

HELPS FOR TEACHERS OF INTERMEDIATES 17

AUDIO-VISUALS FOR USE WITH CHRIS-  
TIAN GROWTH SERIES ..... 22

SUMMER MUSIC WORKSHOP ..... 25

SEEING IS BELIEVING ..... 26

MISSIONS, AN EFFECTIVE AVENUE ..... 30

SENIORS FOR SERVICE ..... 31

### EDITORIAL

JUST A FEW WORDS ..... I

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# The Church School Teacher

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## Just a Few Words

By L. H. WESTBERG

**T**EACHERS are needed desperately. In public schools. In church schools. In colleges. There can be no relaxation in enlisting teachers and training them, not for many years.

Here are some facts brought out in a report to the National Committee on Teacher Education and Professional Standards. His report concerns *public schools* but his thermometer points to the problem faced by the churches and the colleges, as well.

**In order to provide space for all our children, we should build at least 60,000 new classrooms a year for the next ten years. According to the Census Bureau, enrollments in elementary and secondary schools will increase from about thirty-two millions this year to about forty-four millions in 1965. This is an increase of approxi-**

**mately one and a quarter million children a year for the next ten years, or two children "per minute." A new classroom is needed every twelve minutes, day and night, 365 days a year.**

We need 125 thousand new teachers each year. Last year all the colleges and universities in the United States turned out only 35,088 new, degree-holding elementary teachers—scarcely enough to man the new classrooms which opened last fall. In addition teachers are needed for high schools and not enough are available.

At least 75,000 teachers leave the classrooms every year. About 40% of those who complete their preparation for teaching each year never actually take teaching jobs.

Church school teachers, we need to point our pupils to the need for teachers in the public schools. Both

boys and girls should be encouraged to consider teaching as a life career. At the same time we must let our congregations know that the same problems that face us in the public schools and in the colleges face us in our own church schools. We dare not wait until two weeks before our rally day to prepare for our congregation's educational program. Teachers must be enlisted and trained constantly.

**Our Triple T school has for the last number of years been developing practical helps for congregations that really take their educational program seriously. Suggestions for teacher enlistment and training are available from the Board of Parish Education office.**

Does your church have multiple services on Sunday morning, with Sunday schools running concurrently?

Churches who are experiencing growing pains are asking for suggestions. Shall they build? Shall they shift Sunday school sessions to Saturday? Shall they hold multiple services with simultaneously operated Sunday schools? They need to make decisions and would like to get the experience of other churches.

**What has your church done to solve its crowded-facilities problem? Would you write me? Your answer may help another church. Please keep your replies as brief**

**and factual as possible, but give your judgment, too, and your recommendations.**

I am hoping that we will be flooded with good suggestions and that we can dedicate an early issue of **THE CHURCH SCHOOL TEACHER** to this important problem.

Three new printed pieces are being released by our Augustana Book Concern in co-operation with the Board of Parish Education.

**"I Want My Child Baptized . . . and there are some questions we want to ask"** is for use with parents. Three questions are asked and answered: (1) What is the meaning of baptism; (2) Who should we have the baptism; (3) **What arrangements are necessary**

The second piece is a certificate for sponsors at a baptism entitled **"A Friendly Word With Prospective Parents."** It tells them what will be their responsibilities by virtue of their sponsorship at baptism.

The two tracts on baptism were written by the Rev. Raymond Swanson, a member of the Board of Parish Education.

**The third tract is a translation called "Where To, Little Man?"** begins by asking, "What is the best thing you can do for your child?" It gives the answer by letting a mother relate her dream. **"Last night,"** she says, **"I lay down beside my little five-year-**

old. As we slept I dreamed that he came to me and asked: 'What am I living for?' The mother answers, "To go to school and be a good boy."

In the dream the years pass quickly. At several stages the boy

repeats his question and the mother her incomplete answers. The last question is asked when the son becomes an old man. It is then that the mother realizes how incomplete have been her answers and what the true answer should have been right from the start.

From the tract, *Where to, Little Man?*



"Mother,  
what am I  
living for?"

"To go to school and  
be a good boy," I an-  
swered.



# Lutheran Sessions

## at 23rd International Sunday School Convention

**T**HE Boards of Parish Education of participating Lutheran church bodies have arranged joint Lutheran work sessions on Thursday and Saturday afternoons, separate Lutheran meetings on Friday afternoon and a great Lutheran Rally on Friday evening, July 28, 29 and 30. All Lutheran meetings will be held in the Carter Hotel, Prospect and East Ninth Streets, Lutheran headquarters, Cleveland, Ohio.

**Thursday** . . Presiding—Raymond A. Vogeley, D.D.

2:30 Devotions

2:45 Introductions—Lael H. Westberg

3:15 Address—*What the Bible Says About Teaching*—Dr. John Milton

4:00 Departmental Work Session

Theme—*Improving Department Leadership*

4:45 Fellowship through courtesy of Lutheran Women's League

**Friday Evening—All Lutheran Rally** Presiding—S. White Rhyne  
D.D.

8:00 p.m. Invocation and Prayer—The Rev. Fred Bernlohr  
Anthem by Mass Choir, Mr. Charles Wiley, director  
Address—Mrs. Clarence Nelson

**Saturday** Presiding—Lael H. Westberg

2:30 Devotions

2:45 Address—*What the Bible Says About Evangelism*—Dr. John Milton

3:30 Fellowship

3:50 Departmental Work Session

Theme—*Missionary Education in the Church Schools*

4:50 Summaries—Raymond A. Vogeley, D.D.

*Convention Theme:*

**Home and Church — Teach Christ Now**

*Christian Growth Series, Beginners II, Fourth Quarter**Helps for Teachers of Beginners*

By RUTH M. SWANSON

THE fourth quarter and the end of another church school year. Thirty-nine times this year we have had the opportunity of meeting our classes and growing with these young Christians in our fellowship with God, in Christian faith and Christian living. Thirteen weeks remain before another Promotion Day. How can we use those weeks to their best advantage? Let us get together, each with a copy of the Teachers' Guide, the Pupils' Leaflets and our Bibles, and plan our procedures for the summer quarter.

### As We Plan

The Teachers' Guide has excellently outlined lesson plans with well defined aims and many suggestions for use of the Bible stories, related discussions and activities as well as worships. However, these suggestions "are not meant so much to be *reproduced* as to be

*re-created*" to meet the needs of our group. So, as we plan, our pencils will be handy and the margins of our Teachers' Guide will be filled with notes to ourselves making the adaptations we feel necessary.

### Take a Look

As we look into this last quarter we note it has but two units. The first one, built around some everyday experiences with God's creation, will be a means of guiding the children to realize God's love and goodness. The Biblical bases, with one exception, are found exclusively in the Old Testament. Psalm 104 provides us, as teachers, with a sort of backdrop for the eight scenes of "God Cares For Us." We would do well to use it in a period of meditation as we begin our preparation of Unit A.

The second one, "Growing for Jesus," is adapted to the promo-

tion season. It should develop a feeling of happiness and security as our children look forward to the new experiences that may lie ahead: whether another year in the beginners department or a new venture in the primary department. These five lessons, all with New Testament bases, should "interpret for the children their spiritual, physical, mental and social growth as part of God's plan for them." The two companion verses of the second chapter of Luke—the 40th and 52nd—are given as the key scripture for this unit. This very brief picture of Jesus' childhood, recorded only in Luke, gives us the basis for our premise: Jesus grew up just as we grow up and from that we go on to "we want to grow up to be more like Jesus." Our growth can, of course, only approximate the perfection and fullness of Jesus' growth.

### **Enrichments**

As we begin discussing the use of this quarter's material, we must reacquaint ourselves with the Bible references we will use. Not only the actual passage or passages in various versions but also cross references and concordances concerning the same incident will be studied. And, of course, we have the added responsibility of transferring this Bible language into child language. In that, we will receive much help from "Marian's

Big Book of Bible Stories" by Schoolland. Enriching our background with this type of study will make the story so meaningful to us that we will have no trouble making it meaningful to others.

### **Bear in Mind**

As we study these references we must bear in mind the aim of the lessons—our reason for using them. This thought will also dominate our planning of the class session. "A session planned around a particular purpose, with planned approach and use of related materials and activities, is the key to interest and good conduct." Let us not forget the fact that we are guiding the Christian growth of little children. We will have missed our purpose if, after the session, the children think only of the story as an event which took place long ago and far away.

Our object, then, will be to select methods and materials by which we may accomplish our purpose. Effective teaching can not be done with hasty, last minute preparation. The section of the Teachers' Guide called "Planning the Session" and the lists of resource materials will stir our imagination and prompt us to do early planning. We will find many instances when supplementary material would give a "punch" which will make the lesson "live"; we will think of activities which "invite" the pupils



interest and use their abilities. Beginners teachers, the more thoroughly acquainted we become with our Teachers' Guide the more we recognize its usefulness. It is an excellent outline—thirteen lesson plans—full of suggestions for every part of our session. It will be relatively easy to adapt those suggestions to our situations so we can, after exposure and repetition of the day's Bible lesson, develop an understanding of it as related to the lives of our children, and from that understanding will come a conviction which will result in its application in their Christian living.

### Related Activities

Activities that will arouse interest and motivate pupil participation are suggested in the paragraphs titled "As the Children Come." There are also many excellent ideas for introduction of the day's story as well as for pupil participation following the telling of it. But we must not forget to include *related* activities, again remembering the lesson theme. Several ideas will be found in the "Activities" section.

We will also note that each lesson plan includes an outline for worship. These outlines are very well correlated with the material and would make good summaries of the lesson. Many teachers experience much satisfaction in summarizing what has been studied

with such an informal devotional period. However, if it is impractical to have departmental closing worship, do not fail to close your individual class period with a devotional note. The lesson plan gives help for that too!

It is evident as we have worked with our Teachers' Guide, evaluated and adapted its numerous suggestions, that we all realize more and more the enormity of our responsibility as Sunday School teachers. P. R. Hayward's "The Teacher's Prayer," quoted on page 58 of our Teachers' Guide, might well be our prayer as we approach our class each Sunday.

Dear God, let me be aware—

Aware of the needs and desires of a little child;

Aware of the Christian goals urging him on;

Aware of the best ways to guide and teach;

Aware of Thy power and spirit within me—

Dear God, let me be aware. Amen.

It is helpful at the close of each lesson to look back at what we have done. Were the aims really accomplished? Was the original plan changed? Were we able, at least in a measure, to translate the ideas of the lessons into the lives of the children? For conscientious teachers, this evaluation will serve as a springboard into greater effort and more careful planning.

*Christian Growth Series, Primary II, Fourth Quarter**Helps for Teachers of Primary*

By RUTH M. SWANSON

MRS. C., teacher of a class of eight-year-olds, was speaking: "In a few minutes, we'll need to have our work put away and be ready to go to the assembly for our closing."

Jimmy's quick response was: "Sunday school time just isn't long enough! They just don't give us enough time. We do so many interesting things."

**Stirring the Child**

You see, Mrs. C. was encouraging pupil participation, stirring the children's imagination through discussion of child-life experiences and interesting follow-up activities.

Evidences of such child-centered teachings are apparent in her room. A quick glance at the pictures and the titles of the books on the browsing table indicate that the unit of study deals with life in Bible times. This is verified by the subject of the mural on which the class has been working. Not a

work of art, but truly a third grader's conception of the appearance of Palestinian houses, palm trees, wells and etc. We may be sure that Jimmy was not the only one interested in this unit or work

**For Greater Appreciation**

Looking at the contents of this quarter we notice that the first unit, "Out of Doors in Jesus Land," has much the same theme. This unit will add to the knowledge our children gained from their study of the unit, "The Everyday Life of Bible People." We develop a better understanding of life and conditions in the Holy Land, and thus lead them to a greater appreciation of the Bible stories about Jesus and the illustrations He used in teaching.

The Biblical bases for the seven lessons of this unit are taken from both the New and Old Testament. We *must* study these references with the lesson aim in mind so we

will not only be giving the class some fascinating, factual information, but also teaching Christian living. The Christian understandings brought out in the various class discussions will become the theme of each session's closing devotional period. The worship suggestions given in the Teacher's Guide, can easily be adapted to such closing periods.

### **An Imaginary Pilgrimage**

This unit is so designed that we might teach it as a weekly imaginary letter contact with another primary group making a pilgrimage to the Holy Land. Since that trip is made by air, it would be interesting to give the children an airman's view of Palestine. A relief map would provide this. Such a map should be large enough that we would be able to include the mountains surrounding the Sea of Galilee, the large Dead Sea, and the twisting Jordan River. Colored pencil marks would locate the cities we note in our study. Papier-mâché, plasticine or a mixture of equal parts of flour and salt with water enough to give it the consistency of thick frosting are good mediums with which to work in preparing such a map.

A globe will be helpful in locating Palestine in relation to United States and Canada.

A large outline wall map would become an accumulative picture

map with appropriate pictures added each Sunday, and thus have a motivating interest throughout the unit. On it we might also chart the course of our traveling companions with an envelope, containing a copy of the leaflet letter, marking the spot from which it was sent.

Another unit of activity which would be of interest to the children is the travel book, described on pages 6-7 of the Teacher's Guide.

Our Teacher's Guide gives more suggestions for activities than we will have time to complete. We need to evaluate them and choose those best suited to our situation to help us develop the aim of each lesson.

### **A Summary**

The letter from our traveling companions, read as a contact from them at the close of the discussion period, would be an excellent summary of each lesson. If time does not allow us to work out the exercises on page four of the leaflet with the children, this may be done as a home assignment and checked the following Sunday during pre-session time.

The suggested outdoor worship service is an appropriate culmination to this unit, including the three parts of the Old Testament celebration: hearing the Word, singing and bringing gifts to God.



To be effective, however, plans must be made early, so begin *soon* to evaluate and adapt the suggestions given for Lesson 7.

Besides the resources listed on page 5 of the Teacher's Guide, the following, available from Augustana Book Concern, will give the children much valuable information.

"Living in Jesus Day"—Minor and Bryant

"A Picture Book of Palestine"—Ethel Smither.

In addition to the related pictures of the Christian Growth Series sets, the Standard Bible-Art Packet, "When Jesus Lived," includes pictures of life in Bible times.

Teachers, don't forget the possibility of using the files of the public library. The following issues of the National Geographic Magazine have pertinent articles on Palestine: April, 1934, December, 1938, March and October, 1946.

The coloring book, "How Bible Children Lived," by Vera Kennedy Gohman has excellent pictures of life in Palestine. This should not be used as an activity for children, however, but if colored by the teacher, would make another excellent resource for children's use.

Unit B, "A Boy Who Was Promoted", is a very practical unit based on the life of Joseph. In this study we should help the children recognize that Joseph's problems

are comparable with ours today, and we will learn to meet them in our growth in Christian living and Christian adjustment.

We will need to reacquaint ourselves with the story of Joseph as it is found in Genesis 37-50. We would do well to read the entire story in one sitting to be better able to see each of the stories of our lessons as part of the whole. Study of related sections in a Bible commentary and articles on Joseph in Bible dictionaries will add to our background and give us more confidence for interpreting the stories to our children. Dummelow's "One Volume Bible Commentary" and Harper's "Bible Dictionary" should be available for use.

### Keep Aim in Mind

Again, as in Unit A, the lesson aims should be studied in relation to the story and kept in mind constantly as we prepare *and* as we teach. That aim should carry through all our work: discussion, related activity and worship. Our Teacher's Guide has excellent plans and suggestions for each session—we need only adapt them to our situation.

Pictures of events in the life of Joseph have been included in the Christian Growth Series set and also in the large Biblical Picture Charts—Old Testament.

Lesson 13 is planned to be used as a review and promotion lesson.

Valuable suggestions for presenting a play based on the experiences of Joseph are given at the beginning of the unit—suggestion 6, page 39. The promotion or progress theme is emphasized throughout.

Remember always that evaluation is an important part of the church school teacher's time pat-

tern. Our author has given attention to this part of our work, too, and has placed some pertinent questions related to our teaching at the close of each plan. Let us use "The Teacher Reflects on Her Work" as a spur to greater effort in personal preparation for better teaching.



*Christian Growth Series, Junior II, Fourth Quarter**Helps for Teachers of Juniors*

By HILVIE MAE OLSON

GOD sent Jesus Christ so that we might have eternal life. In turn we are commissioned to go to all the world to give everyone opportunity to experience this fellowship with God.

That's the subject of the fourth quarter's study material for the juniors, *For Us and For All*. The Christian religion is for us (first unit). Our religion is for all (second unit).

*Our aim for the quarter is to give the juniors a greater appreciation of their Christian religion so that they may grow in their worship life and in their eagerness to share the gospel with all people.*

**Unit A. Religion for Us**

In Unit A our aim is to guide the juniors into a deeper appreciation of our Christian religion so that they may experience true growth in their private and group worship life.

If we are to help the juniors

grow in their worship life, we, too, must be growing in ours. We must realize that worship is more than mere ritual. We must appreciate it as the most intimate expression of the relation between God and man in which both God and man participate. In short, *worship is God's coming to man and man's response to God.*

Three books of the Leadership Education Series have sections dealing with worship. These books<sup>1</sup> are Herman's *The Church in the World Today*, Stauderman's *My Congregation at Work*, and Tapert's *The Church in the Changing World*. These books and the article, "Worship in the Junior Department," in the February, 1954, *Church School Teacher*, will give teachers helpful background for this unit.

The unit is made up of nine lessons. The first three lessons aim to give the juniors an understanding of the nature of worship; les-



sons four through eight endeavor to help them appreciate various aids to worship; and the last lesson aims to make it clear that as we worship God, we are called to a pure life.

### More Than Talk

As the author has stated in the Teacher's Guide, talking about worship may become very impractical for juniors unless "along with the discussion they experience worship." Therefore we teachers must give the juniors that chance.

Here's one way of doing it:

Plan a picnic supper and twilight vesper service for the juniors and their families. As soon as possible set the date and mark it on the church calendar. Sunday evening, August 21, would be the ideal time for it. Then it would follow lesson 8—the best time for a planned-by-juniors worship service to be carried out as a culmination of this unit.

Such a service is suggested on page 9 of the Teacher's Guide. Prior to that Sunday the Junior Department teachers should have set the date and tentatively set the time and place for the picnic. The other arrangements should be planned with the juniors as the unit progresses.

The juniors should be given the responsibility for planning the worship. But before they can plan it they will need to find out what

is included in a worship service. The regular Sunday morning worship is the logical service to study. In studying it, the teacher can include the most important things of the first lessons of the unit.

As the study is pursued, the juniors should get help for their vesper service planning. Both teachers and pupils should make notes of things of value that come up in the study. The juniors may elect a class secretary to record these notes. Two or three weeks before the picnic, each class of juniors could elect one of its members as a representative on the Junior Department Council which will meet with the departmental leader and another teacher to plan the details of the worship.

### Learning Experiences

By this time the juniors will have studied the Sacramental (God-to-man) and the Sacrificial (man-to-God) aspects of worship (lesson 2 and 3). They will have memorized Luke 18:9-14, the parable of the self-satisfied Pharisee and the humble tax collector. They will have learned new prayers or will have begun to pray for more and more important things. (A prayer project is one of the activities suggested in *Christian Growth Through Sharing—Junior II.*<sup>2</sup>) Several groups of juniors will have written litanies (lesson 4). Familiar and new hymns will have

been studied, and the hymnal will have become a friendlier book. Even the indexes on the authors and composers of hymns will have been used (lesson 5)! Hymns will have been chosen to tell the story of Jesus (lesson 6).

Lesson 6 is really a plan for the program. The juniors might decide to give it as the main program at the evening service.

If you have facilities for using slide pictures, your juniors may select pictures of the *Christ and the Fine Arts* set to show with the worship and program. A set of 82 slides of the pictures printed in the popular book (\$4.95)<sup>1</sup> by Maus, *Christ and the Fine Arts*, sells for \$32.00,<sup>2</sup> and a set of 57 of the more popular religious pictures in the book sells for \$28.50. Lesson 7 gives helps for making an intensely interesting religious art appreciation session around these pictures.

If your juniors had an opportunity like that, they could select one slide to project as the worship begins, and perhaps leave that picture projected while the opening hymn is sung. Other slides can be projected along with the recitation of Bible passages and the singing of other hymns.

After the Junior Council has planned the program, the council

members will report back to their classes to inform every junior of his special responsibility for the evening, and to tell everyone the plans for the whole program. The worship and the program will really be a summary of the two months' study!

### Other Resources

Another resource for Unit A is the filmstrip, "Sunday Around the World"<sup>3</sup> (purchase price: \$6). It shows ways and places of worship for people around the world. Presenting this filmstrip would make an excellent introduction to the quarter's study. It may be shown to all the juniors the first Sunday of the unit, and the teachers can follow up in class with discussion of ways and places in which people worship God (lesson 1).

The book by Ruby Lornell, *Lift Up Your Hearts*,<sup>4</sup> is a nicely illustrated book on our church worship. Teachers and juniors will enjoy reading this and studying the pictures during and outside of class.

Each teacher would find the 20¢ chart, *Lutheran Worship*,<sup>5</sup> a helpful reference when the meaning of our aids to worship are studied.

Of course the best resources are found in your own church: its symbols and pictures, its windows and furnishings, the hymnal and the weekly church bulletin. Perhaps your class can sit together in church as a group one Sunday, and

<sup>1</sup> Available from Augustana Book Concern, Rock Island, Illinois.

After church the boys and girls can ask you questions about the service, or comment on things they noticed.

Lesson 9 is somewhat of a transition lesson from Unit A to Unit B, just as Psalm 67 (memory work for Unit B) connects the two units. Worship calls us to a pure life. And it calls us to reach out, to make the gospel known throughout the world. After all, our religion is for all!

### Unit B. Religion for All

The last four lessons aim to help the juniors appreciate the reason for missions, learn what their church is doing to carry on its missionary work, and find ways to share Christ with all people.

The unit developed in the text shows the development of missions, their practical results, and the different kinds of missions which have come about because Christians have wanted to share the gospel. Teachers should feel free to plan other approaches for this teaching—especially since there is so much fine missionary education material to use. The 1954 and 1955 "Advance for Christ" emphasis and the Women's Missionary Society material present our church's outreach to all. *Christian Growth Through Sharing—Junior II*<sup>2</sup> suggests that the juniors arrange a bulletin board of pictures to show how the work of

sharing the gospel is carried on in America and in other lands.

### An Ecumenical Faith

This is the time to put up the world map, and to show on it how Christianity has spread from tiny Palestine to its present worldwide scope. Lesson 10 gives just the help needed to show the missionary outreach of Christianity from the night of Jesus' birth until now. Missionary worship 12 in *Christian Growth Through Sharing* lists all the lands in the world today where Lutherans are preaching and teaching the gospel and helping the needy.

The special "Advance for Christ" issue of *The Lutheran Companion*, released March 24, 1954, and included in the 1954-1955 missionary packet,<sup>2</sup> gives maps and information about the work and the needs throughout our country and the world today.

Missionary worship 12 should be the culminating activity of this

<sup>2</sup> *Christian Growth Through Sharing—Junior II* is the missionary education material written especially to accompany the *Christian Growth Series*. Copies of the program booklet which suggests activities and missionary programs and worships sell at 30c each from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois. The complete packet including a world map and the "Advance for Christ" issue of *The Lutheran Companion* sells for 65c.



unit. As pupils help plan for it, help make the charts called for, and indicate on maps where missionaries are at work, they will be learning what we aim for them to gain from this unit, besides having a wonderful experience of planning something and carrying it through to completion.

The filmstrip with sound, *This Is Our Church*,<sup>3</sup> (for rental or purchase) would "top off" this quarter for our juniors. That filmstrip is highly recommended for the intermediates to view, study, and review during this quarter.

When they review it at the close of their quarter's study, the juniors should be invited to see it with them—perhaps at an evening fellowship with both departments and their families. It pictures and explains how our Augustana Lutheran Church is working today to make our religion real to us, and to proclaim it throughout all the world.

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<sup>3</sup> Filmstrips and slides may be purchased from Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

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### *Even As the Bird*

My soul's a new-fledged bird: it tries to fly—  
 Frightened—across the unseen fact of sky;  
 Forgetting, or not knowing, that the air—  
 The Christ by which it flies—is everywhere.

—E. MERRILL ROOT  
 from *Christ in Poetry*.

*Christian Growth Series, Intermediate II, Fourth Quarter**Helps for Teachers of Intermediates*

By HILVIE MAE OLSON

OUR Augustana Lutheran Church is working. It is working to carry out Christ's Great Commission to make disciples of all nations. The Holy Spirit is providing the power; our church fathers have laid the groundwork and have organized a plan for action; and we, the members of local congregations, are the workmen.

### Our Church Working

We have a special responsibility. We have been redeemed by Christ so that we might live in fellowship with God; we can meet the world's needs. But we must work together.

Intermediates are just finishing the quarter, *How Old Am I?* It ends with the challenge to prepare for the future. Now we'll find

out how we individuals can work together with other Christians in our churches, now—as well as in the future.

The fourth quarter's material of the Intermediate *Christian Growth Series II, Our Church Working*, is specifically for and about the Augustana Evangelical Lutheran Church. The other denominations using the series have their own special issues of this quarter's work.

The aims for this quarter are:

1. To help the intermediates appreciate the work of Christian people through the local congregation, the district, the conference, the Augustana Lutheran Church, and the other general bodies of Christians to which we belong.

2. To help the intermediates appreciate the living connection be-

tween Jesus and each church member.

3. To motivate the intermediates enthusiastically to desire to carry out their Christian mission through the channels of the organized church.

This quarter is not divided into units. However, it may be thought of in the same three units as are outlined in the missionary correlation material, *Christian Growth Through Sharing* — Intermediate II.<sup>1</sup> They are:

Lessons 1-5 "In the Local Church"

Lesson 6-10 "Through Teamwork"

Lesson 11-13 "Through Preparation to Serve."

### Lessons 1-5

#### "In the Local Church"

The first five lessons aim to help the intermediates understand and appreciate the work of their local congregation, and find in it a channel for Christian witnessing.

The chief resources for this study will be found in each local congregation. Whatever charts, yearbooks, calendars, directories, or other reports that have been prepared by the congregation or its organizations should be studied.

An additional resource for lesson 3 will be the issues of *The Lutheran Companion* which report on the ordination service at St. Paul, Minnesota, June 19, 1955.

### A Learning Activity

One activity for individual pupils during this unit could be the making of dime-store notebooks into informative handbooks on their working church. Also, committees of pupils could make large posters or charts to depict the work of the congregation. At the completion of the unit or quarter, these charts can be explained at an assembly of the entire Intermediate Department, at a Junior League meeting, or at a Family Night gathering.

Each lesson should suggest a new page, section, or chart. The first lesson, which recognizes the presence of God in the church, could provide the theme for the cover page or introductory chart. A well chosen picture and caption, such as "God Works Through Our Church" or "Come, Holy Spirit," would suffice.

The second lesson's subject is the congregation; hence that would be the subject of the second chart or page in the handbook. The third lesson considers the pastor and the fourth lesson recognizes the work of the deacons and trustees. The final lesson about the local church concerns the

<sup>1</sup> Available for \$1 at Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.



various activities of the members through the church schools and organizations.

Suggested with certain lessons are interviews, discussions, or other informative visits with the pastor, board members, or officers of various organizations. The purpose, of course, is to help the students find out more about the organization and work of the local congregation. Perhaps your intermediates can choose reporters to interview some of these persons and report back to the class. In addition, one of the Junior League meetings should be planned around visits of the pastor and key church members to the league. This program could take the form of a TV or radio interview, a panel discussion, or a lecture presentation followed by a question period.

### Lessons 6-10 "Through Teamwork"

Much of Christ's work must be carried out through teamwork. That's why local churches work together with other congregations in districts, conferences, synods, and councils of churches. The last eight lessons of this quarter aim to acquaint the intermediates with this co-operative work and to thereby find a means for carrying out their mission.

Lessons 6 through 10 especially show the necessity for, and evidences of, teamwork within the

Augustana Lutheran Church. Synod-wise, the work is divided among the Board of American Missions, the Board of Finance, the Board of Foreign Missions, the Board of Parish Education, the Board of Youth Activities, the Church institutions boards, the Board of Social Missions, and the Board of Christian Higher Education. Their functions are considered in lessons 8 through 12.

Pupils may continue the activities begun with the study of the local congregation. Now they will make "Part II" of the handbook or of the charts. The same plan as described earlier may be followed; except that these additions will concern the work of our church at large, its synodical meeting, its organization, and the various phases of co-operative work done through boards.

Excellent resources are available to aid this study. The 25-minute filmstrip with records, *This Is Our Church*,<sup>2</sup> should be shown in every congregation during August or September. This filmstrip is produced by Audio-Visual Service, a special service board of our church which has been organized since the *Christian Growth Series* was published.

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<sup>2</sup> Available from Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota. Rental: \$2.50 per day. Purchase: \$15.

Many churches could well afford to purchase it and use it throughout this study. First it could be shown to the entire Intermediate Department to introduce the unit's study. As the unit continues to present the work of the specific boards of the church, the sections of the filmstrip concerning those particular phases of our church work could be studied again—without the recording. Then at the close of the unit the entire filmstrip, with the records, could be shown again—perhaps at an evening meeting of a group which includes the pupils' parents.

A little booklet which also clearly presents the work of our church is Sandgren's *This Is Your Church*. Costing only 12 cents a copy,<sup>3</sup> it should be used by both teacher and pupils with practically every lesson of the quarter. Naturally some of the material in our study book is outdated now. (In fact, practically all statistics are out-of-date by the time they are published!) But since it is so easy to have newer information, no teacher should try to teach this quarter without it.

Of course, the latest information will be found in the church periodicals such as *The Lutheran Companion*, *Mission Tidings*, and *Teen Talk*. Especially helpful

and interesting will be the reports from the synod meeting in St. Paul, Minnesota, June 13-19. Watch for *The Lutheran Companion* with pictures and reports from it, and save them for use with these lessons.

The 1955 Yearbook of the Augustana Lutheran Church will be the most complete and up-to-date resource for learning about *Our Church Working*. Every pastor received one early this year, and perhaps additional copies were ordered for interested persons and leaders in your congregation. Each teacher of intermediates should have one. The *Augustana Annual-1955* sells at the Augustana Book Concern, Rock Island, Illinois, for 75c per copy, or at 50c when 12 or more are ordered together.

If a member of your church is a delegate to Synod in St. Paul in June, and if he gives a report to the congregation, urge your pupils to listen carefully to the report. Perhaps this delegate can be invited to your Sunday school class or department. With lessons 6 and 7 the pupils should plan questions to ask the visitor.

### Lessons 11-13

#### "Through Preparation to Serve"

*Christian Growth Through Sharing*—Intermediate II<sup>1</sup> has some fine suggestions for activities with lessons 11 to 13, as well as

<sup>3</sup> Available at Augustana Book Concern, Rock Island, Illinois.

for the rest of the quarter. The project of compiling a folder of leaflets and pamphlets from the church affiliated institutions and organizations would be an especially practical and interesting activity for these junior high's. The completed folder would make a valuable addition to the church school or Luther League library.

The contacts the intermediates now have with the colleges and other church institutions of training will influence their own plans

for future schooling. We teachers must be constantly alert to every opportunity for helping these students find avenues for service in the future, as well as *now*.

*Teen Talk* will continue to have the section of daily devotions based on the lessons. During the quarter it will give up-to-date information about phases of the work of our Augustana Lutheran Church as well as other material to help the intermediates sense their rightful place in the Church.





## AUDIO-VISUALS FOR USE WITH CHRISTIAN GROWTH SERIES, FOURTH QUARTER

### PRIMARY II—Fourth Quarter OUR PRIMARY CHILDREN

#### UNIT A—Out of Doors in Jesus' Land

**\*Filmstrips—Palestine in Jesus' Day (E&R).**

Excellent for the seven lessons in the unit. Two filmstrips, color. Sale \$10. Part I treats: The Land; The People; Houses; Food and Clothing; Religion and Trades; Travel, Marketing, News and Conflicts; Religion in the Home. Part II treats: Fishing, Farming; the Shepherd; Beggars, Tax Collection; Religion in the Home, Synagogue and Temple.

Lesson 1—To Bible Land

**\*Filmstrip—Palestine in Jesus' Day (E&R)**

Part I, frames 4-10

Lesson 2—A Faraway Land of a Faraway Time

**\*Filmstrip—Palestine in Jesus' Day (E&R)**

Part I, frames 11-28

Lesson 3—The Shepherd and His Sheep

**\*Filmstrip—Palestine in Jesus' Day (E&R)**

Part II, frames 18-21

Lesson 4—The Farmer and His Seed

**\*Filmstrip—Palestine in Jesus' Day (E&R)**

Part II, frames 10-17

Lesson 5—Animals, Birds and Flowers

No aids suggested

Lesson 6—A Very, Very Famous Lake

**\*Filmstrip—Palestine in Jesus' Day (E&R)**

Part II, frames 4-9

Lesson 7—Worshipping Out of Doors

No aids suggested

#### UNIT B—A Boy Who Was Promoted

Lesson 8—The Favorite Son

**\*Filmstrip—Joseph Sold into Egypt (Cathedral)**

30 frames, B&W or color. Sale \$3 or \$5

Lesson 9—A Fine Servant

**\*Filmstrip—From Palace to Prison (Cathedral)**

26 frames, B&W or color. Sale \$3 or \$5

Lesson 10—From Prison to Palace

**\*Filmstrip—Joseph's Dreams Come True (Cathedral)**

28 frames, B&W or color. Sale \$3 or \$5

Lesson 11—Joseph the Governor

See under Lesson 10

Lesson 12—The Forgiving Brother

**\*Filmstrip—Joseph Makes Himself Known (Cathedral)**

39 frames, B&W or color. Sale \$3 or \$5

Lesson 13—Doing Our Best at All Times

No aids suggested

### JUNIOR II—Fourth Quarter FOR US AND FOR ALL

#### UNIT A—Religion for Us

Lesson 1—Places and Ways in Which People Worship God

**\*Filmstrip—How and Why We Worship (E&R)**

68 frames, B&W. Sale \$3

Lesson 2—How God Comes to Us

**\*Sound Filmstrip—Days of Wonder (Methuodist)**

50 frames, color, (20 min.) with 2 12" records (78 rpm) or 1 LP record (33-1/3 rpm). Sale \$10. (Use selected portions)

**\*Filmstrip—Learning About God (Church Screen)**

38 frames, B&W. Sale \$3

**\*Filmstrip—Wonders of God (E&R)**

77 frames, B&W. Sale \$3

Lesson 3—What We Can Offer to God

**\*Filmstrip—Sunday Around the World (Joint Commission on Missionary Education)**

40 frames, color. Sale \$6

**\*Sound Filmstrip—Bobby and Jane's Discovery (Presbyterian USA)**

48 frames, color with one 12" record. \$12

Lesson 4—Prayers We Know and Can Learn

No aids suggested

Lesson 5—Some Hymns and Those Who Wrote Them

No aids suggested

Lesson 6—Hymns We Like to Sing

No aids suggested

Lesson 7—Pictures That Help Us to Worship

Numerous masterpieces of religious art are available in slide form. They should be selected from some such catalog as the SVE Protestant Religious Catalog.

Lesson 8—We Worship God the Father, Son and Holy Spirit

No aids suggested

Lesson 9—Worship Calls Us to a Pure Life

No aids suggested

## UNIT 8—Religion for All

Lesson 10—Christians Have Always Been Telling Others

Film—**In India—Lutherans Teach Self-Help** (ULCA Board of Foreign Missions) 10 min., color. Rental \$3

Lesson 11—What Difference Does It Make?

Film—**In India—Lutherans Heal in Christ's Name** (ULCA Board of Foreign Missions) 10 min., color. Rental \$3

Lesson 12—Different Kinds of Missions  
Filmstrip—**Freddie Finds a New Way** (ULCA Board of Deaconess Work) 44 frames, B&W. Sale \$2.50

Lesson 13—A Congregation in India  
Worship God

No aids suggested

## INTERMEDIATE II—Fourth Quarter OUR CHURCH WORKING

Lesson 1—Building a Fire in a Wind  
Film—**Fire Upon the Earth** (Presbyterian USA) 26 min., color. Rental \$10. A quick review of 19 centuries of Christian history.

Lesson 2—We Share Our Lives  
Sound Filmstrip—**Seek Ye First** (Presbyterian USA) 70 frames, B&W with 2 12" 78 rpm records, sale \$10; with 1 33-1/3 rpm record, sale \$9. A new church member looks at his responsibilities.

Lesson 3—We Follow Our Leaders  
Filmstrip—**Look at the Ministry** (NCC) 50 frames, B&W. Sale \$3.25

Lesson 4—What Consecrated Men Can Do

Film—**And Now I See** (ULCA Stewardship Office) 37 min., B&W. Rental \$10

Lesson 5—We Train for Tomorrow

No aids suggested

Lesson 6—We Learn Teamwork

**Synodical Slides** or visual materials may be used here

Lesson 7—We Spread Our Influence Over the World

No aids suggested

Lesson 8—We Find We Need Literature  
Sound Filmstrip—**The Book in Your Hand** (ULCA Board of Parish Education) 58 frames, color with 33-1/3 rpm recording. Free. Order

Lesson 9—We Build New Churches

\*Film—**Like a Mighty Army** (ULCA Stewardship Office) 48 min., B&W. Rental \$12

Lesson 10—We Are Taught by Those We Teach

Film—**In Japan—Lutherans Foster Christian Education** (ULCA Board of Foreign Missions) 11 min., color. Rental \$3  
(Other films, filmstrips and slide sets of the BFM may also be used.)

Lesson 11—We Find Jesus When We Help Others

\*Filmstrip—**Freddie Finds a New Way** (ULCA Board of Deaconess Work) 44 frames, B&W. Sale \$2.50

Lesson 12—We Prepare Ourselves for Life

\*Film—**The Difference** (ULCA Stewardship Office) 45 min., B&W. Rental \$12

Lesson 13—We See the Holy Christian Church

\*Filmstrip—**The Move Toward Wholeness** (SVE) 50 frames, color. Sale \$6

## SENIOR II—Fourth Quarter

### UNIT A—My Church Serves Me

Lesson 1—Through Word and Sacrament

\*Sound Filmstrip—**Seek Ye First** (Presbyterian USA) 72 frames, B&W, with 2 12" standard records, sale \$10. 1 lp record, sale \$9

Lesson 2—Through the Ministry of My Pastor

\*Film—**In His Name** (Family Films) 35 min., B&W. Rental \$10

\*Filmstrip—**Look at the Ministry** (NCC) 50 frames, B&W. Sale \$3.25

Lesson 3—Through Its Plans for Youth

Film—**What Happened to Jo Jo** (BFC) 30 min., B&W. Rental \$8

Lesson 4—Through Its Ministry of Witnessing

\*Sound Filmstrip—**Let Me Ring It** (E&R) 87 frames, B&W with 2 12" standard records. Sale \$10

Lesson 5—By Making Me One of the Church

\*Film—**The Hidden Heart** (BFC) 30 min., B&W. Rental \$10

#### UNIT B—I Serve My Church

Lesson 6—Through Congregation and Sunday School

\*Film—**By All Means** (E&R) 22 min., color. Rental \$8

Lesson 7—Through My General Church Body

Synod-produced films, filmstrips or slides may be used in this and the following lessons

Lesson 8—Through My General Church Body (continued)

No aids suggested (see Lesson 7)

Lesson 9—Through the National Lutheran Council

Films and filmstrips produced by and for Lutheran World Action are useful in this and the next lesson. Pastors should consult present booklet of LWA "Guide to Filmstrips and Motion Pictures"

Lesson 10—Through the National Lutheran Council

No aids suggested (see Lesson 9)

Lesson 11—Through World Lutheranism

\*Film—**Fruit of the Living Word** (LWA) 40 min., B&W. Rental through LWA free

Lesson 12—Through World Christianity

\*Filmstrip—**The Move Toward Wholeness** (SVE) 50 frames, color. Sale \$6

Summary—

Lesson 13—Others Are with Me in the Church

\*Filmstrip—**Our Church at Work Today** (E&R) 58 frames, B&W. Sale \$3

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\* Available through Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn. Also, write them for further suggestions.





# Summer Music Workshop



A VERY unique program for the in-service training of the choir director, organist and junior choir member is planned for Camp Augustana the first week of August.

The Church Music Workshop sponsored by Augustana College is giving a very real service to our Church. Our organists this summer can study with Prof. Lundholm, head of the School of Music

at Augustana College, while at the same time receive the finest help possible by working with Dr. Veld on senior choir work. Those who are working with and are especially interested in junior choir work can receive instruction from Mrs. Ruth Jacobs, an authority on junior choir work. She comes to us from California.

The very unique part of our program is that this year we have a Junior Choir School for children between the ages of 9-13 who will for one week work with this fine faculty while at the same time enjoy a week of vacation. The choir director and organist will get special help on the new liturgy soon to be used by our church. The overall cost for an adult is only \$40.00 for the entire week, while for the junior choir member it is only \$21.00. For more information write to A. T. Berghult, Church Music Workshop, Augustana College, Rock Island, Illinois.





## Seeing is Believing

By CAROL WIDEN

*Secretary, Missionary Education  
Women's Missionary Society  
Augustana Lutheran Church*

"DID you ever stop to think as you came to Sunday school that in every country in the world—in South America, Japan, Palestine, India, Africa, France—boys and girls are attending church school just as you are today?"

The missionary education leader in the Intermediate Department of the Ebenezer Lutheran Church twirled the globe on the table beside her as she asked the question and pointed to the countries she named. It was "Missionary Sunday" and she was introducing the filmstrip, "Sunday Around the World."

"As you watch the picture, 'Sunday Around the World,' which we

are about to see," she continued, "you will notice the different ways in which children travel to church, the various ways in which they are called to worship, and the kinds of churches in which they worship. But notice also that when they reach church, they do the very same things that we do at church. After we have seen the picture, we will talk about some of these things together."

For the next twelve minutes the Intermediate Department sat unbelievably still, absorbed in the color filmstrip which shows how Christian children in lands all around the world worship the same God, study the Bible, learn about

Jesus, pray, sing and give when they go to church on Sunday. The lively three-minute discussion which followed the filmstrip revealed that the Intermediates had grasped the truth the leader had prepared them to find in the filmstrip—that children everywhere, regardless of their differences in nationality, dress or customs, are members of God's large family here on earth and respond to His love in the same way.

The Junior Department, who viewed the filmstrip in the next session chose to discuss the filmstrip in their classroom, for in planning for this "Missionary Sunday" service the teachers had discovered that the message in this filmstrip could readily be integrated into their Christian Growth lesson for that day.

### Projected Audio Visuals

What are you doing with audio visuals in the missionary education program of your church school? Are you aware of the excellent new materials currently available to you through the efforts of the Board of American Missions, the Board of Foreign Missions and the Women's Missionary Society? Are you using these teaching tools in the best, most effective way?

Following are some of the newest filmstrips on missions which are available from Audio-Visual

Service, 2445 Park Avenue, Minneapolis 4, Minnesota:

"Bill Brought Them." 59 frames. Color. 16½-minute LP record or script. Pri-Jr-Interm-Teacher. Rental with record \$2.50; script \$2.00. Shows how a young boy's friendship with a Jewish boy was jeopardized by the careless remark of an adult (might be a teacher) about some Jewish people.

"Each with His Own Brush." 43 frames. Color. LP record or script. Interm-Adult. Rental with record \$2.50; script \$2.00. A devotional service containing Scripture passages, poems, music and paintings depicting the life of Christ as interpreted by Oriental, Indian and African artists. Portions of this filmstrip, such as the Christmas story, Christ's ministry, etc., may be shown separately.

"Jimmy Finds City Friends." 53 frames. B. & W. Rental with script \$2.00. Jr-Interm. Story of a city mission and a lonely boy who finds friends and the church through it.

Two recent films are: "City Story" about 30 minutes. B. & W. Sound. Adult. Rental \$12.00. Dynamic story of a church that decides to stay where it is and serve the community instead of following its members to the suburbs.

"Toymaker." 20-minute film. Color and sound. Interm-Adult. Rental \$7.50. A delightful,



powerful film on the subject of prejudice.

Bookings for these audio visuals must be made direct to Audio-Visual Service as far in advance as possible, at least one month.

### **Non-Projected Visuals**

Flat pictures, maps, globes, recordings and other non-projected audio visuals have a unique value of their own. Freshness and new understanding can arise out of a mission study where paintings of Christian artists of mission lands are used for a worship setting, an interest center or simply to illustrate a lesson.

Two lovely colored paintings by Frank Wesley, a native of North India, which may be used in this way are "The Boy Christ in the Temple" (13" x 16", price 75c) and "The Nativity" (9" x 10", price 50c). Full-page black-and-white reproductions of nine of the paintings of Johnny Shek, a Chinese artist now living in Hong Kong, are included in "Augustana Overseas, 1954" (50c).

Helping children feel a personal acquaintance with our work in Africa and Japan are two maps showing a closeup view of our fields in these countries. Both maps come in small (5c) and large (10c) sizes. An American Missions map including a list of the new congregations organized since 1940 is available for 35c.

Two unusual maps for study,

wall decoration or creative work are the Friendship map and the Picture map. The first is a decorative, multicolored study map picturing some of the leaders, history, customs, homes, churches, animals, and other interesting facts about the following: Africa, India, "The Bible in Many Lands," "Indians of the U.S.A." and "Makers of the U.S.A." Each map is 50¢.

The Picture map is a creative work map for children to color and decorate with pictures from an accompanying insert sheet. These are available for the World, Africa, Alaska, China, India-Pakistan-Ceylon, Japan, Mexico, South America, United States, "Bible Lands Today" and "The Bible in Many Lands." Each is 38"x50" and priced at 75¢.

All these non-projected materials are available from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Illinois.

### **Recordings**

Latest of audio mission materials are two half-hour tape recordings from the American school for missionaries' children at Kiomboi in Tanganyika, Africa. Narrated by one of the pupils, the first tape relates a day's activity in this school which is often called a "United Nations school family," since parents of the children are missionaries from England, Ger-

many, Finland, Sweden and America. The second tape contains interviews with each child. Of standard speed, 7½, the tapes may be purchased for \$5.00 each from The Board of Foreign Missions, 2445 Park Avenue, Minneapolis 4, Minnesota.

Teachers need to remember that audio visuals may either be their finest, most effective teaching tool, or may be of little or no value as a teaching tool, depending on the

preparation and lesson planning that has preceded their use. An instruction-and-suggestion sheet on how best to use audio visuals may be obtained upon request from the Women's Missionary Society. More complete information is available in the manual *Using Audio Visuals in the Church* available for 75c from the Division of Christian Education, NCCCUSA, 79 East Adams Street, Chicago, Illinois.

## *Gems for Thought*

A young mother tucking in her two children before going out for the evening said, "My love is all around you, when I go away, just like these blankets. It's about you all the time, whether you can see me or not."

Surprisingly the five-year-old son followed up with, "And God has a blanket big enough to cover the whole world!"

—MRS. CLARENCE HAMILTON,  
*Your Child and God.*

\* \* \*

"How doth the little busy bee  
Improve each shining hour,  
And gather honey all the day  
From every opening flower!"

—ISAAC WATTS,  
Dean of English Hymn Writers.

\* \* \*

A big man is not one who makes no mistakes, but one who is bigger than any mistakes he makes.

—*American Eagle*  
American Forest Products Corporation.

# Missions, an Effective Avenue

By FRANK BONANDER

THREE excited Junior age children stopped to talk to a Parish Worker after Sunday School one day. "But must we wait to go? Can't we go as missionaries now? Can't we do something now, right now?" they urgently asked. Missions had been discussed in the Worship Service and in the Class Session of Sunday School that day. Though here was zeal without maturity, we are thrilled over the fruits of teaching and covet for maturity their zeal.

## The Strategic Time

There are many ways, places and times to present the claims of sharing the gospel with others near and far, but there is no time nor place so strategic as when the patterns of life are being formed in childhood. The influence of a mission minded teacher over a small group of children in a class room is profound. The overflowings of heart interests become the most effective teachings.

Education is not only imparting knowledge but training the child to live that knowledge in terms of thoughts and words and actions.

Missions is one of the easiest and most effective avenues of teaching a child to live the truths of the Gospel of love and sharing.

## Sharing the Responsibility

The Board of Parish Education, therefore, is grateful that, while we have the privileged burden of Christian education in the parishes of the Augustana Church, we have the co-operation of the Women's Missionary Society with its wide experience in missions and large resources of materials gathered over the many years of vital participation in the missionary cause. We are especially happy over the new development of furnishing helps, suggestions and illustrations from missions, not only for a monthly missionary worship service but also for the class room session coordinated with the Christian Growth Series. We pray that these helps may become more and more used and increasingly effective.

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*Pastor Bonander of Worthington Minnesota, is chairman of Augustana Board of Parish Education.*



## Seniors for Service

By EVELYN WITTER

WE HAD to face it. We were not interesting or holding the older teen group in our church. Attendance records were sad to see.

Some of the teachers called a special meeting in one of the homes and invited several high school seniors to come and to feel free to express their views.

"What is it?" we asked frankly. "Are the lessons dull? Are outside activities drawing all the time and interest of our high school seniors? Is there something about the church itself that is unattractive to this age group?"

The answers we got to these questions were most revealing. One of our guests, Barbara, said: "I don't think it is any of the reasons you mentioned. I think the reason is that we don't have a feeling of belonging. We are not children any more and still the Sunday School tries to do for us as if we were. We are not full

fledged adults and so we don't have a place in adult activities. We feel like misfits . . . we're neither-nor-ers."

"That's right," Bob cut in. "We don't feel part of the church, and we'd like to. We know we can't take the lead in important things like adults, but we have learned to be of service to our church and we'd like the chance to be."

"What kind of service would you suggest?" some of the teachers wanted to know.

"Well," Bob went on. "There are some children I know who didn't come to Sunday School because they had no way. I've managed so far to pick them up on Sunday morning. There must be a lot of children like that all around town that I don't even know."

"Probably so," the group agreed.

"I've been thinking," Bob said. "Most of us in the Senior Class have had driving instruction and



have our drivers' licenses, maybe we could organize systematically to pick up children who need a ride."

"That's a fine idea!" a teacher exclaimed, and then went on enthusiastically. "And I know of some elderly people who would dearly love to come to church if they had a way."

"There are some shut-ins who could come if they had transportation right to the door," another added.

Young Barbara began talking again. "Some mothers can't come because they have no one to leave the babies with when their husbands go to church," she said. "Some I know have to take turns with their husbands. Some of the senior girls would like to baby sit, I know."

That was the beginning of the Senior Service Group. The way they actually began their new and important role in the church was

to check the list of membership and call on or phone those people who were not regular attenders. They were surprised how many people they found who could not get to church without help from others.

The Seniors organized a transportation committee among themselves, and arranged taxi-service.

Many of the girls volunteered to take turns, too, for baby sitting duty, freeing young couples so they could attend church together.

Not only did church and Sunday School attendance take a healthy swing upward when the Seniors put their service program into operation, but the seniors themselves increased their own class membership. The idea of being needed in the church was all the stimulation they needed.

The motto, "Seniors for Service," was the simple but effective reason behind the successful rejuvenation of the Senior Department.

